

Unit Planning Guide: Grade 5 Unit 9 of 9

Unit Title: Classifying 2-Dimensional Figures	Pacing (Duration of Unit): 1 Week
Grade: 5	Buffer Day(s): 1 week

Desired Results

Transfer Goals (Priority practice standards in **bold**)

Students will be able to independently use their learning to:

- MP.1. Make sense of problems and persevere in solving them.
- MP.2. **Reason abstractly and quantitatively.**
- MP.3. **Construct viable arguments and critique the reasoning of others.**
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. **Look for and make use of structure.**
- MP.8. Look for and express regularity in repeated reasoning.

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Prerequisite Standards:

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Standards (Priority Standards in **bold**):

- 5.G.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
- **5.G.4: Classify two-dimensional figures in a hierarchy based on properties.**

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
Standard 3: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language

	function expectations and scaffolds or supports.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas:</p> <ul style="list-style-type: none"> Shapes have properties that can be used when describing, analyzing and categorizing them. 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> How can I describe and classify a polygon based on its characteristics? Where is geometry found in your everyday world? How are quadrilaterals alike and different?
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Acquisition (*Mostly assessed through traditional summative assessments)

<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p>Students will know...</p> <ul style="list-style-type: none"> • That two dimensional figures can be classified into multiple categories <p>Key Academic Vocabulary:</p> <ul style="list-style-type: none"> • Angles(Right, Acute, Obtuse) • Triangles(Equilateral, Scalene, Right, Isosceles) • Perpendicular, Parallel, Intersecting, • Edges, Vertices, Faces • Congruent, Similar, Lines of Symmetry • Quadrilateral/Quadrangle • Plane Figure • Two-Dimensional • Polygon 	<p>Skills: The discrete skills and process students should be able to use independently</p> <p>Students will be skilled at:</p> <ul style="list-style-type: none"> • Identifying the characteristics of two dimensional figures. (Analyzing) • Classifying two dimensional figures according to their properties. (Understanding) • Explaining their reasoning for classification of two-dimensional figures. (Understanding)